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ABSTRACT

This guide describes a 7-day lesson plan to be used with bilingual 3rd and 4th graders and 6th, 7th, and 8th graders in English-as-a-Second-Language (ESL) classes. The guide shows how mask making can be tied into each class, and then how to pull the classes together for the older students to become peer tutors to the younger ones in the mask-making activities. All activities are described in detail. Appended materials include dittos of written materials to be used in different exercises. (AB)

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ED 365 128

MASKS: CULTURE AND KIDS

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INTRODUCTION

As teachers and school administrators are faced with ever-changing and increasingly complex challenges in today's schools, it is imperative to search for methods of instruction and styles of classroom management that create a positive and empowered environment for learning whenever professionals of any field can share expertise, ideas, and responsibilities, exciting discoveries, for all involved, become realities.

There was a curiosity and a desire to collaborate and to do team-teaching. The potential benefits seemed obvious. Therefore, a search ensued for the appropriate project that would apply student peer-tutoring and cooperative learning structures creating a situation where a hands-on activity would provide an impetus for new enriched language acquisition and cultural awareness.

At the time, the ESL teacher was finishing a thematic unit of several weeks focused on geography and specifically, China. It was time for the Chinese New Year and her 6th, 7th, and 8th graders needed a special culminating activity.

Meanwhile, the bilingual teacher was beginning a self-discovery unit about traditional celebrations of "Carnival" in Mexico, Central, and South Americas. The 3rd and 4th graders of this class needed a focal point to tie together the various traditions.

During the initial discussions, a decision was made to consult with the "District" ESL Resource Teacher, always a good source of ideas. Fortunately, the ESL Resource teacher rich in an art background, almost immediately suggested "mask-making," a tried and true project that children love doing and do very well. She was both willing and able to provide direction and hands on assistance throughout the project.

It was also decided to involve additional adults to assist. The school administrators were invited to participate, as well as, the Art teacher, the Reading Resource teacher, community artists, and parents. The ESL and Bilingual programs had an opportunity to diminish misconceptions about their programs and highlight objectives and progress.

Moreover, the students were going to reap the benefits of recreating an ancient cultural experience, acquire a wide-range of literacy and language skills, while learning skills to insure individual accountability and positive interdependence.

DAYS 1 and 2

OBJECTIVE:

To introduce mask making through a variety of pictures, video, viewing of masks, study of a variety of cultures where masks are used for many purposes.

ESL CLASS

Introduce materials for mask making through TPR, matching label to objects and packet of vocabulary identification (se Appendix)

Meet Peer Tutor through (Appendix A) categorical association. This is an exercise in Team Building. Each student will be given a card with a different word printed on it. They must search for three others who can be associated with their category.

Video on Mask Making Filmstrips on Masks used in the Chinese, North American, South American and Indian cultures.

A visitation to the Art Room to view masks made from a variety of materials and in different stages of production. At that time the Art Teacher will discuss the endless possibilities of decorations for masks and introduce the terms of:

Repletion
repeated patterns
color
shape
line

Symmetrical (o/o)

Asymmetrical (□/o)

These terms will be discussed again when the students are given their blank masks to plan their design.

Completion of the Web (Appendix B)

IN THE BILINGUAL CLASS Day(s) 1 and 2

OBJECTIVE

To introduce mask making in native language with a strong emphasis on developing vocabulary.

Introduce vocabulary through TPR and discuss mask.

Join the ESL CLASS -- students from this point on are working in pairs.

DAYS 3, 4, and 5

OBJECTIVE

To develop a support between peer tutors and younger children through an exercise in Team Building.

ACTIVITY

Younger students will draw a picture of themselves (peer tutor may assist).

Using the questionnaire, peer tutor will select 8 questions that can be asked to his partner to get to know him better (Appendix C).

STRUCTURE

Three-step interview:

Step 1 --	1 3 2 4	Student 1 asks student 2 simultaneously Student 3 asks student 4
Step 2 --		Reverse: student 2 asks student 1 and student 4 asks student 3
Step 3 --		Share pictures and answers with group
Sponge Activity:		Using blank mask, brainstorm the different decorations of mask (Appendix E).

OBJECTIVE

To review and reinforce body parts and labels.

ACTIVITY

Review with whole group Body Parts through Body Part Workshop (Appendix D).

Peer tutors will use TPR and command younger students to:

A: Point to the eyes, nose, mouth...
B: Touch the ...
C: Ask: What is this? How many do you have?

OBJECTIVE

To recall finished masks.

Discuss how they looked -- give several examples of repetition. Provide patterns for them and ask that these patterns be repeated. Peer tutors will act as checkers. Present and discuss symmetrical designs and asymmetrical designs.

OBJECTIVE

To design pattern of a mask (Appendix E).

OBJECTIVE

To review prepositions and following directions.

ACTIVITY

Complete: The mask is _____ table (Appendix F).

OBJECTIVE

To reinforce and assess vocabulary (Appendix G 1, 2, 3, 4).

Peer Tutor will:

A. Point to the object and say the name and write the name under/on/near the picture (Appendix G1).

   Request the child to point to the _____.

B. Match the picture to the word -- draw a line connecting them.

C. Find the word in the word bank -- write the word (Appendix G3).

D. Write the appropriate word (Appendix G4).

SPONGE ACTIVITY

Peer Tutors will check students as they alphabetize the words.

E. Peer tutors will give a spelling test.

F. Play Pictionary (Appendix H).

DAY 6

OBJECTIVE

To model mask making utilizing assigned roles, specific language, appropriate procedure and necessary safety precautions and roles.

ACTIVITY

1. Read the procedure, step by step.

2. Select one student to act as "the patient" and 3 adults to fill the roles of the surgeon, assistant surgeon and nurse.

3. Read the descriptions of each role emphasizing the importance of following the rules.

4. Begin mask demonstration.

PROCEDURE

1. Cover desk with newspaper.
2. Cut strips of plaster in 3 sizes: long - 40; narrow - 20; short pieces for nose - 20
3. Fill the bucket 1/4 way with water
4. Put on old shirt
5. Wrap hair with plastic wrap/shower cap
6. Cover face with vaseline
   Cut straws, insert in nostrils very carefully
7. Dip one strip at a time, eliminate excess water
8. Begin wrapping face starting at the forehead and moving around clockwise
9. Apply 3 layers of plaster
10. Smooth plaster strips with fingers
11. Check to see if the mask is weak in any areas
12. Tell partner to wiggle face to unloosen the mask and be sure to write your name on the mask

RULES FOR MAKING MASKS

There are four students in each group, two older students and two younger students.

Student 1: The Doctor

Wraps plastic wrap on the patient;
Dip each strip of plaster into water;
Surgeon wraps the plaster strips on the face making 3 layers.

Student 2: The Assistant Doctor

Covers the patient's face with vaseline;
Hands the plaster strips to the surgeon;
Continues to make sure the patient's fine;
Checks to make sure the mask is not weak in any area;
May help to smooth the plaster strips;
Checks to make sure the straws are in place.

Student 3: The Nurse

Puts paper towels under the neck so that no water drips on the clothing;
Wipes up any water that drips;
Makes sure their eyes are dry at all times.

Student 4: The Patient
Lies still while they make the mask.

POST MASK MAKING DEMONSTRATION

DISCUSS THE PROCEDURE:

Pairs: Peer Tutors: Read the procedure step by step. Younger students will repeat each step.

Pictures:

Pairs: Peer Tutors: Teach/discuss/explain pictures: What comes first...last?

Students will cut up and sequence pictures

Numbered Heads: Which comes first? # 3's please!!

Give your partner directions on how to make a mask.

Listen to your partner give directions.

OBJECTIVE

To assess the students comprehension of the procedure.

ACTIVITY

Think/Pair/Share: Using strip cards students will sequence cards.

Think/Pair/Share: Pairs will check with each other to evaluate the sequence of cards and come to a consensus.

Numbered Heads: Groups will verify the sequence.

Group Process: To assess how they did and what they could do to improve their group.

DAY 7 - ?

Making and decorating masks.

George Bush

Bill Clinton

Rain

Snow

Wind

Sunshine

Apple

Orange

Banana

Grape

Appendix A

Mickey Mouse

Minnie Mouse

Donald Duck

Goofey

Mercury

Venus

EARTH

Mars

Monday

Tuesday

Wednesday

Thursday

Winter

Spring

Summer

Autumn

Christmas

EASTER

Halloween

Thanksgiving

George Washington

Abraham Lincoln

Goldilocks

Baby Bear

Mama Bear

Papa Bear

Cinderella

Ugly Stepsister #1

Ugly Stepsister #2

Stepmother

Snow White

Sneezy

Sleepy

Dopey

Hansel

Gretel

Gingerbread House

Bread Crumbs

Michael Jordan

Scotty Pippen

Bulls

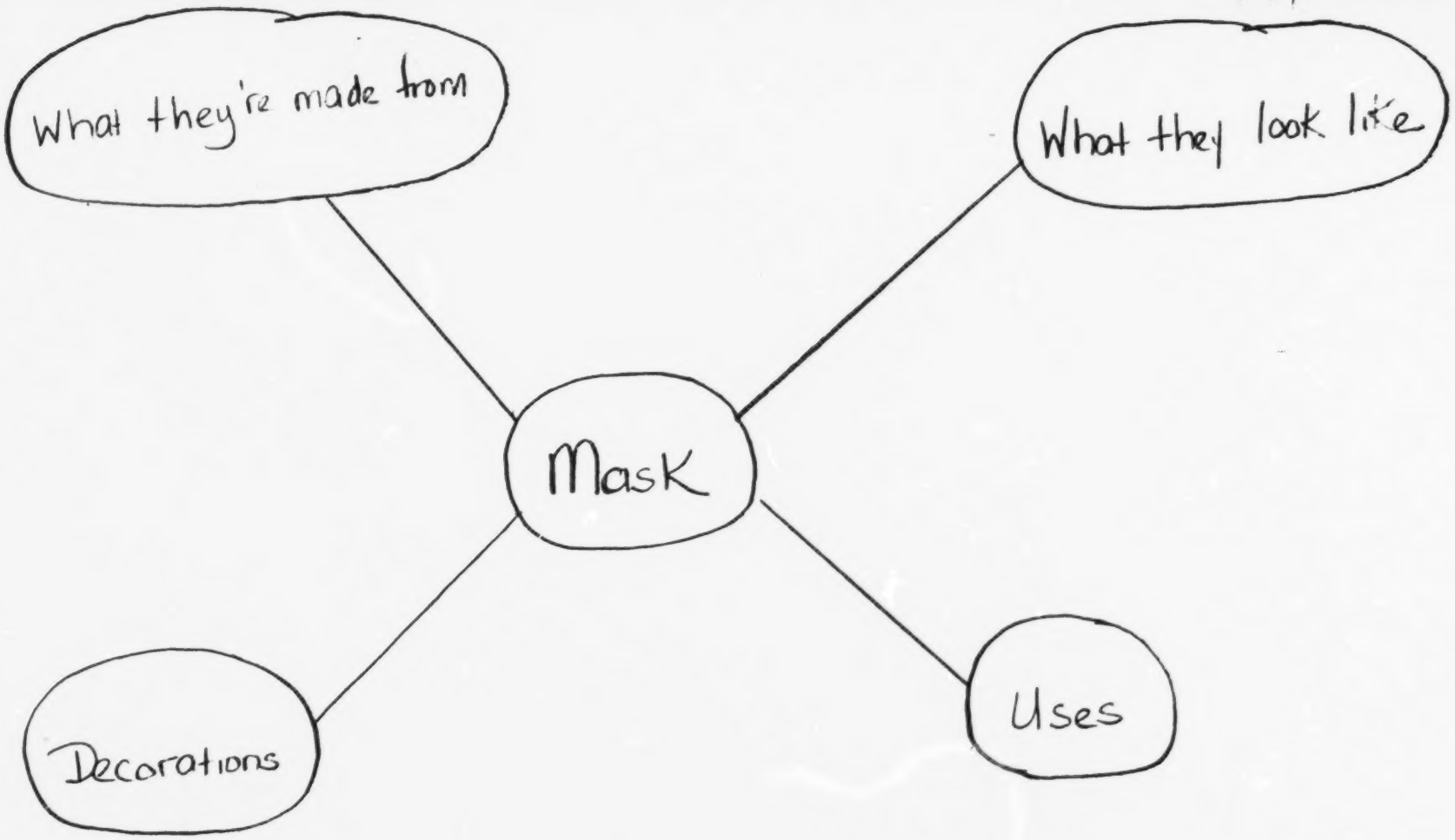
Bill Cartwright

Bears

Mike Singletery

Mike Ditka

William Perry


What they're made from
What they look like
Mask
Decorations
Uses

APPENDIX C

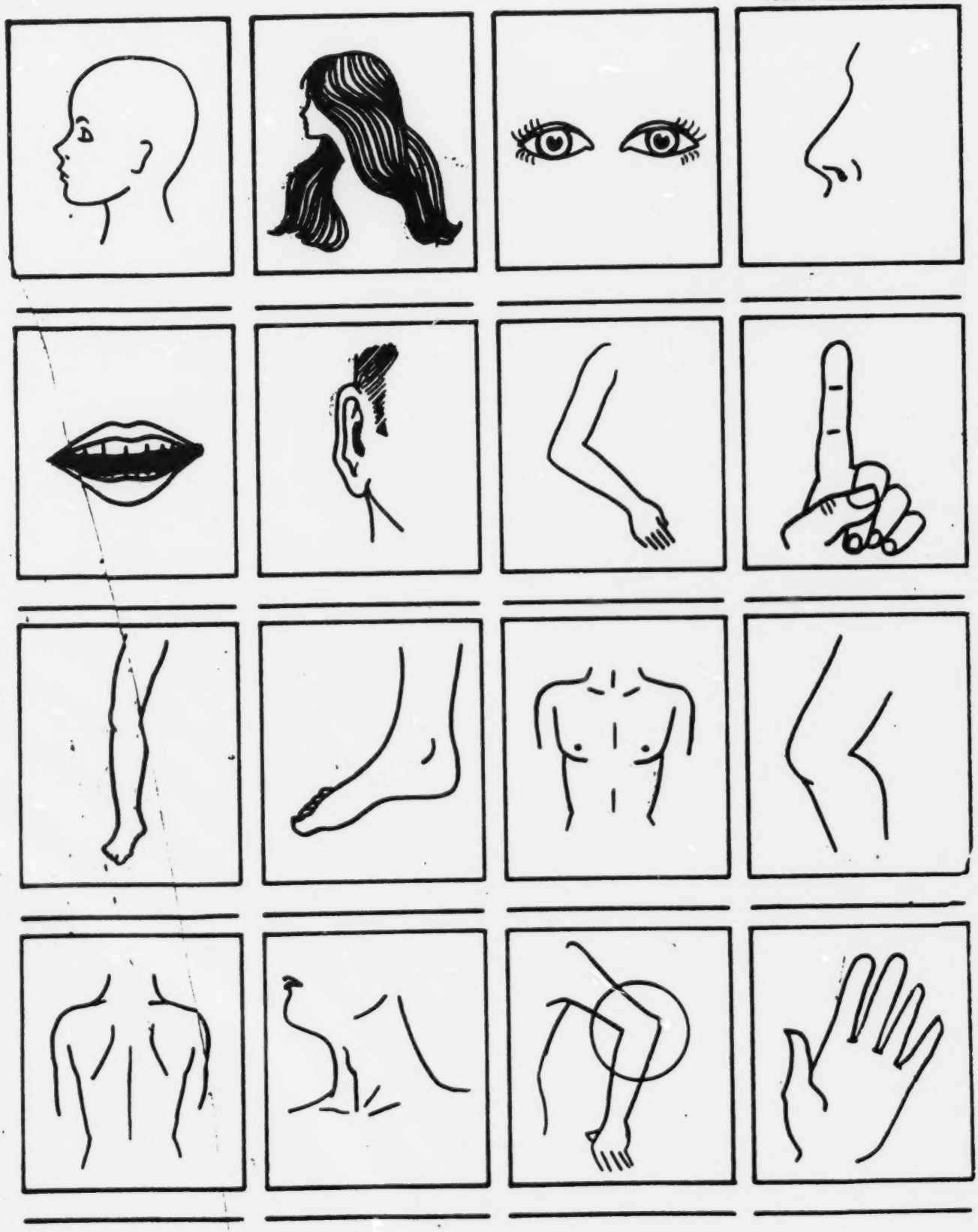
Answer the following questions:

1. What is your favorite time of day?
2. What is your favorite kind of clothing?
3. What is your favorite season?
4. What is your favorite holiday?
5. What is your favorite magazine?
6. What is your favorite kind of food?
7. What is your favorite TV program?
8. What is your favorite movie?
9. What is your favorite song?
10. What is your favorite rock star?
11 What is your favorite month?
12. What is your favorite color?
13. What is your favorite place?
14. What is your favorite flower?
15. What is your favorite famous person?
16. What is your lucky number?
17. What is your favorite sport?
18. What is your favorite car?
19. What is your favorite animal?
20. What is your favorite state?
21. What is your favorite building?
22. What is your favorite drink?
23. What is your favorite game?
24. What is your favorite cartoon character?
25. What is your favorite day?

7. Parts of the Body

Appendix D

Name _____
Date _____
Teacher _____



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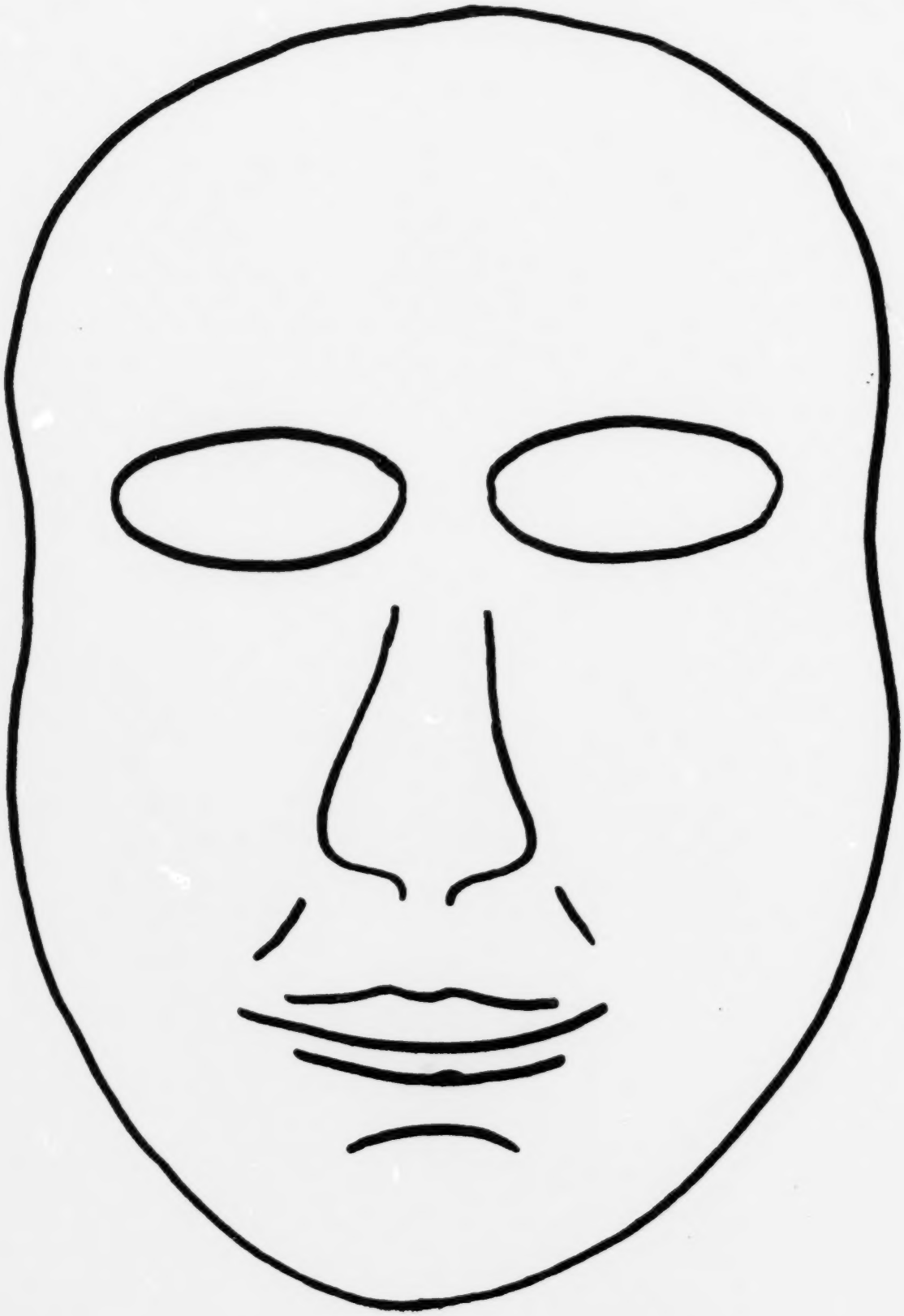
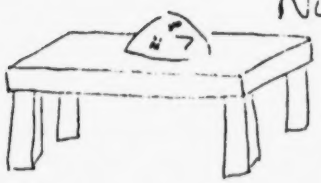
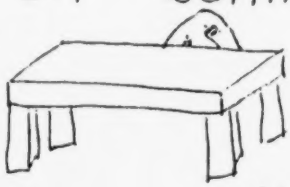


Appendix F

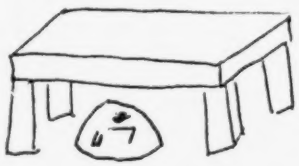
Name _____



1. The mask is _____ the table.
   under on behind



2. The mask is _____ the table.
   under on behind



3. The mask is _____ the table.
   under on behind

4. Draw a mask.

5 Draw eyes on the mask.

6. Draw a nose on the mask.

7. Draw a mouth on the mask.

8. Draw a mask behind the stool.

9. Draw a mask under the stool.

10. Draw a mask on the stool.

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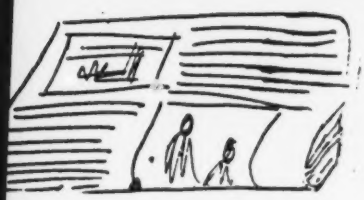
Petroleum
Jelly

Match picture to the word

Appendix G



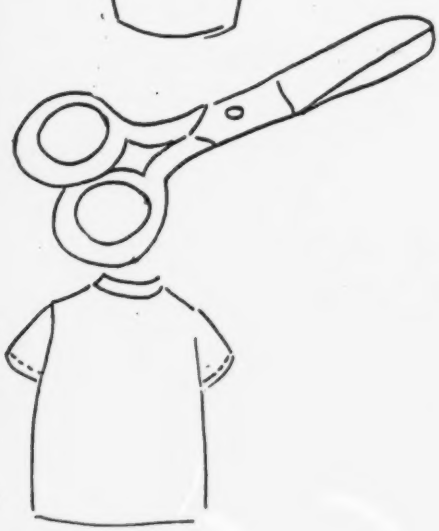
plaster strips

paper towels

plastic wrap

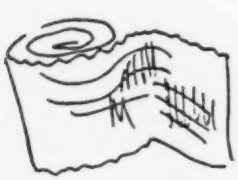
Vaseline

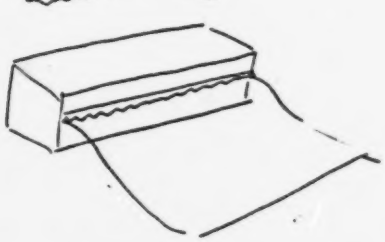
bucket / plastic container



water

newspaper

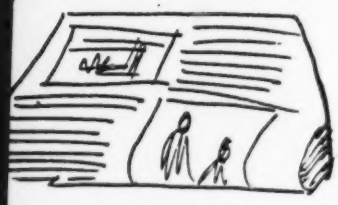




scissors

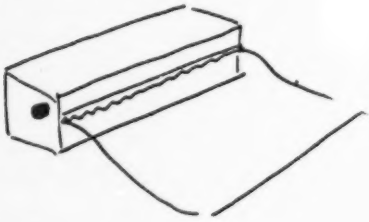
an old shirt

straw

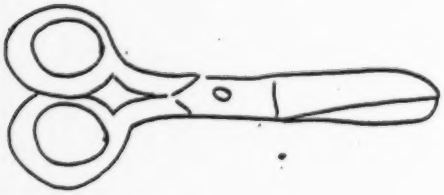


Plaster strip

paper towe..



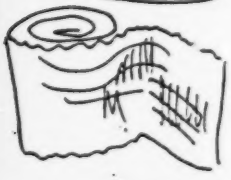
plastic wrap



vaseline

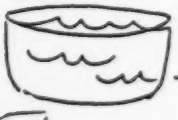
bucket / plastic contai

water



newspaper

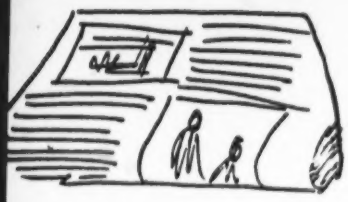
scissors

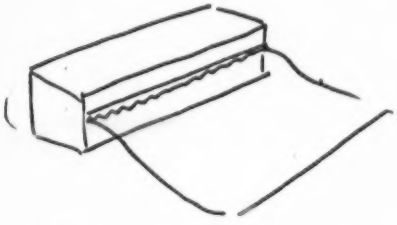


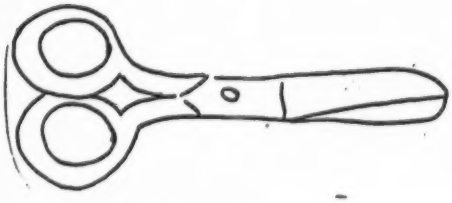
an old

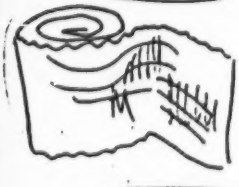
straw

Appendix G4









PICTIONARY

In groups of 4:

Older children cut up words

Younger student will read them and draw picture, the other student will guess

VASELINE

PLASTIC WRAP

SCISSORS

WATER

BUCKET/PLASTIC CONTAINER

PLASTER STRIPS

NEWSPAPER

STRAW

OLD SHIRT

PAPER TOWELS

EXTENSION

1. Class dictation of sentences and spelling words (see next page)

2. Pictionary using all words.

3. In groups: students will write out the procedure, step by step using the pictures. There were 13 steps and 6 pictures. Must fill in where there is no picture and try to draw a picture.

4. Class will write a LEA story.

5. Rewrite story using first person. Then rewrite story using past tense.

6. Blooming Questions:

    1. What could you use if you had no plastic wrap?
    2. What could you use if you didn't have newspaper?
    3. What could you use if you didn't have a plastic container?
    4. If you didn't have plaster strips, what could you use to make a mask?
    5. What could you use if you had no paint?
    6. Which decorations do you think looked the best?
    7. What are some other uses for plaster?

1. The students covered their faces with vaseline.
2. The students used plastic wrap to protect their hair.
3. They used scissors to cut the plaster strips.
4. They dipped the plaster strips in the water.
5. The water was in the bucket.
6. They put 3 layers of plaster strips on their faces.
7. They covered their desks with newspaper.
8. They cut the straws in half and put them carefully in their nostrils.
9. The wore old shirts to protect their clothes.
10. The nurse used paper towels to wipe up.

From students/classes LEA story

Put up all vocabulary words in word pocket.

Students in groups or WG will write story.

Cloze exercise deleting: verbs/nouns

Make up a bingo game.

Write a performance piece.

Create math word problems with mask making procedure.

Discuss facial shapes.

Synonym card game

Develop story starters.

DIRECTIONS FOR MAKING PROCEDURE BOOK

1. Look at the pictures (ditto of 8 pictures).
2. Write the numbers on the backs that matches the LEA story developed and written by class. Check to see which pictures you need to draw.
3. Draw the pictures that are missing.
4. Get 7 pieces of colored paper.
5. Punch a hole and put in the brass tacks.
6. Cut out your pictures.
7. Glue 1 picture on the top of each page.
8. Write 2 sentences describing the picture.

Synonym Card Game
(words that mean the same)

1. Deal the word cards out one at a time to each player until the cards are gone.
2. Go around the table, one card at a time. Each student is to use one word card to make a sentence.
3. Discard the word after you make a sentence. Put the pile of discards in the center of the table.
4. If another player has a synonym for the word being used in a sentence, he or she may put it in the discard pile.
5. The first person to have no cards is the winner.

GROUP:

(1.) MATCH the words from A with two words that mean the same (synonym) from B.

A	B
	construct
	color
make	require
put	lay
paint	conceal
need	cover
cover	build
protect	set
	coat
	want
	hide
	shield

(2) Play the synonym card game.

(3) Each member is to pick ten words and write a sentence for each word.

Name _____

_____

I made a _____ in my English class.
A mask can be made from _____ or
_____ but we used plaster strips
My friends put _____ on my
_____ after I covered my hair with
_____ - and my face with _____.
While my friends were putting the plaster
on my face, I was thinking _____
_____.
When my mask was finished I _____
_____.
I painted my mask _____
_____.
Now it looks _____.
Making a mask is _____.
When I take my mask home I
will _____.
My family will _____
_____.

Masks

We need vaseline, an old _____, water, a plastic container, newspaper, _____, plaster strips, and plastic wrap _____ make our masks. Ms. Mosca _____ plastic wrap to protect our _____. We had to use vaseline _____ our faces. We had to _____ plaster strips on our faces _____ make our masks. We use _____ towels to keep our faces _____. We covered our faces with _____ strips. We took off our _____. We washed our faces.

_____ was used to _____ the table.

An old _____ was used to _____ our clothes.

_____ were cut to make a mask on our faces.

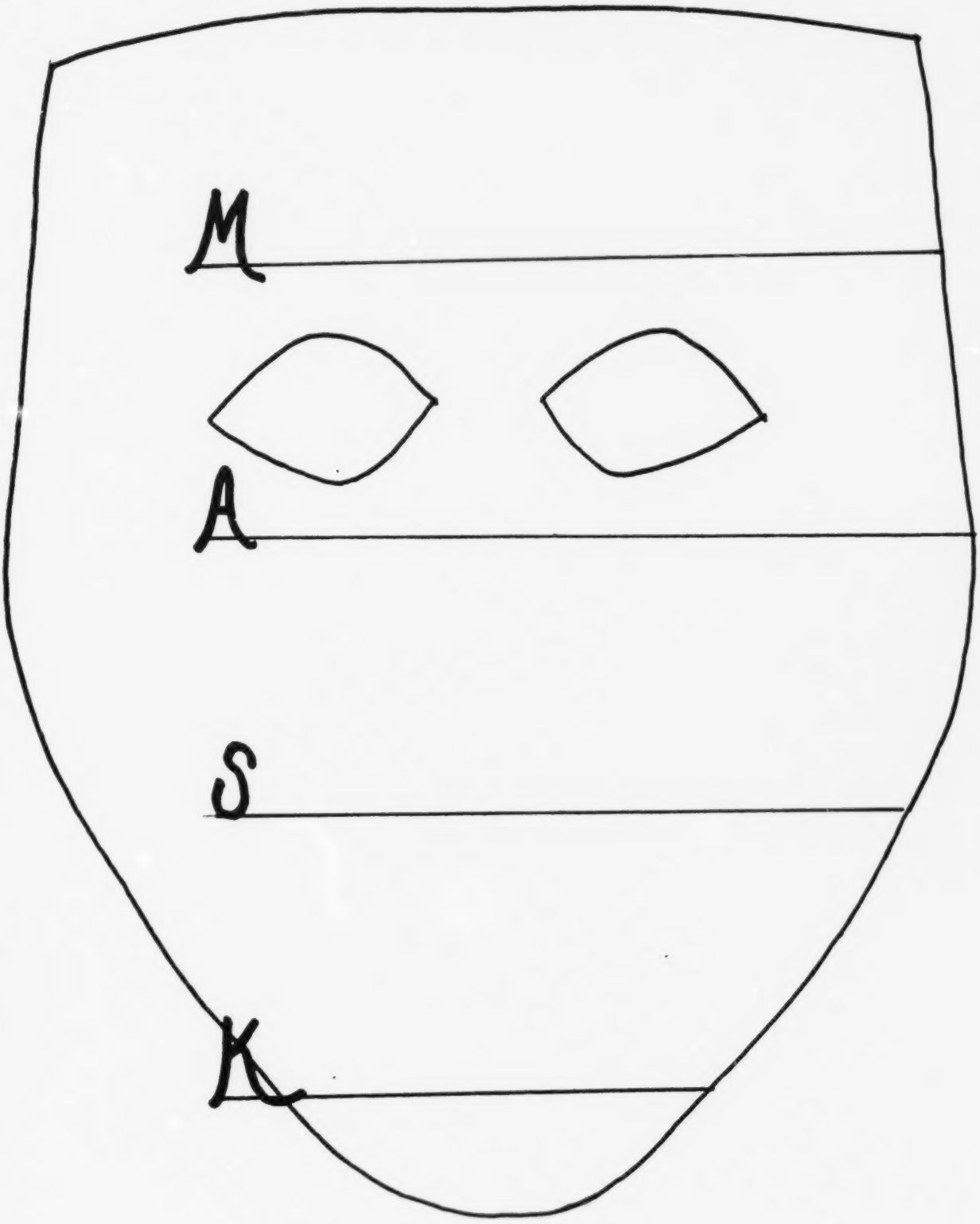
We cut the plaster strips with _____.

_____ was used to _____ our faces.

We dipped the plaster strips in _____ before we put them on our faces.

_____ was used to _____ our hair.

The plaster strips were kept in a _____.


M
A
S
K

Draw a nightmare about your mask.

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